

will, I think, be sufficiently clear from the context. I shall, however, offer a more systematic account of the theory as a whole, before taking up the theoretical study of the sexual data.

It is, however, to be remembered in reading the theoretical commentaries which ensue, that these are the same children about whom I wrote in *Intellectual Growth in Young Children*, and who there demonstrated what a wealth of active curiosity, delight in understanding and disinterested pursuit of knowledge, even such young children could display in favourable circumstances. Here I am going to write about them from a different point of view, but the other facts remain, and must be held in view at the same time for any complete picture, even of the child's phantasy life. This is especially to be remembered wherever I am discussing the interpretation of symbolic activities and unconscious phantasy. Here I shall be interpreting the children's behaviour at the unconscious level. I shall, for example, be evaluating their interest in engines as representing the children's phantasy about parents and the sexual intercourse of parents. I shall not be considering it, as I was in *Intellectual Growth in Young Children*, for its value in relation to knowledge of real engines, and the general development of the child's understanding of the external world. I shall be examining it as an expression of unconscious phantasy, in relation to the child's deepest and most central emotional problems.

In *Intellectual Growth in Young Children*, I considered both imaginative and manipulative play as the starting point which leads to the child's discovery, reasoning and thought. "What imaginative play does, in the first place, is to create practical situations which may often then be

pursued for
their own sake, and thus lead on to actual
discovery, or to
verbal judgment and reasoning. . . .
Imaginative play
builds a bridge by which the child can pass from
the symbolic
values of things to active inquiry into their real
construction
and real way of working. . . . In his
imaginative play
the child re-creates selectively those elements in
past situa-
tions which can embody his emotional or
intellectual need of
the present, and he adapts the details moment
by moment
to the present situation. . . . And in his
majke-believe
play he takes the first steps towards that
emancipation of *